

Inspection date

22/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Children's confidence, self-esteem and sense of belonging is fostered by the childminder who prioritises their welfare. She gets to know each child well and forms secure attachments with them. This ensures their individual needs are met to a good standard and fosters their emotional security.
- The childminder plans a wide range of activities for children based on her assessments of their individual needs and interests and her knowledge and understanding of how young children learn. Children are making good progress in their learning and development as a result.
- The childminder and co-childminder work effectively together. They utilise each other's strengths and deploy themselves effectively to meet all children's needs.
- The childminder works well in partnership with parents and carers. She includes them in everything she does and this has a positive impact on the care and education the children receive.

It is not yet outstanding because

- There is scope to develop the outside area to give children more opportunities to experience all areas of learning outside in order to enhance their progress.
- On occasions the balance between the prime and specific areas of learning for the youngest children is not always weighted towards the prime areas which are key for their development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the childminder's lounge, playroom, kitchen and conservatory.
- The inspector viewed the outside area with the childminder.
- The inspector held discussions with the childminder and co-childminder at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, learning information, written policies, training certificates and a selection of other documents.
- The inspector read accounts from parents to take their views into consideration.
- The inspector interacted with children throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Birchwood area of Lincoln, Lincolnshire. The childminder cares for children all year round, Monday to Friday, from 7am until 6.30pm, with the exception of bank holidays and family holidays.

The childminder works with a co-childminder and is able to provide overnight care for one child. The childminder uses the lounge, playroom, downstairs toilet, kitchen, conservatory and upstairs bedroom and bathroom for childminding. There is an enclosed garden available for outside play. There are no pets in the home.

There are currently nine children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminder attends the local children's centre. She takes the children out and about in the local area on a regular basis to various groups and the park. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the outside area to give children more opportunities to experience all areas of learning outside in order to enhance their progress
- strengthen the focus on the prime areas of learning for the youngest children to further promote their already good progress and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is good. The childminder supports children's learning and development well because she bases activities on her knowledge of the children's individual interests and learning needs. This ensures they enjoy learning that is relevant to them and as a result, they make good progress in their learning and development. The childminder observes the children and assesses their progress against the developmental bands in early years outcomes. She ensures all areas of learning are covered and provides a balance of learning in the prime and specific areas. On occasion the balance between the prime and specific areas for the youngest children is not always weighted towards the prime areas as much as it could be. The childminder has recognised this and plans to focus much more on the prime areas for the youngest children she minds.

The childminder and children enjoy making play dough together. They find all of the ingredients they need while referring to the recipe sheet. Children confidently select ingredients from the childminder's cupboards and proudly demonstrate their language skills to the inspector by saying 'cream of tartar' as this is one of the ingredients they need. Children enjoy measuring the flour and salt and mixing them together with their hands. The childminder supports where necessary, but allows children to have a go and be independent. This messy activity is thoroughly enjoyed by children who persist at it for a prolonged period. Once the water and colouring are added, children and the childminder discuss how the texture of the mixture has changed. They enjoy making discoveries together and children make good progress in their learning and development as a result. When the play dough is made, children choose various tools to use and enjoy squashing the dough through a tube to make 'worms' and 'sausages'. Children's physical development is well supported. Throughout the activity the childminder supports their communication and language as they have many interesting discussions. Children's personal, social and emotional development is fostered as the childminder gives them lots of praise, encourages their independence and values children's choices and ideas. The characteristics of effective learning are displayed as children play and explore, actively learning and creating and thinking critically. As a result, children are making good progress and gaining the skills needed for their future learning.

Parents are fully involved in their children's learning and development. The childminder makes a real effort to gather as much information from parents as possible when children first start with her through asking them to complete a written record of their child's development and interests. She also has meetings with parents to discuss children's learning and development and explains the Early Years Foundation Stage to them so they can further support their children at home. The childminder respects parents as their child's primary educators and seeks to complement this with the experiences she offers. All of the children currently attending are under three-years-old and the childminder has only been minding for three months. She has given thought to how she will support children's transition to school and is currently in the process of completing the progress check at age two for the children she cares for who are between two- and three-years-old.

The contribution of the early years provision to the well-being of children

The childminder forms secure attachments with the children she cares for. She spends time getting to know them and bonding with them. This fosters children's sense of security and helps them to make the transition from home to the childminder's home. There are many examples of children's work and photographs of them on display on the walls of the playroom. This fosters their sense of belonging as they feel valued. Children behave very well when they are with the childminder. They understand the rules and routines of the setting well as the childminder has spent time explaining them. Children are affectionate and kind towards each other. They look to the childminder as a good role model for them regarding behaviour. She encourages manners and uses age-appropriate techniques to ensure children understand why certain behaviour is expected. Children are encouraged to be independent when it comes to self-care. For example, they visit the toilet with support as needed and wash their hands afterwards. The childminder supports their understanding of health and hygiene and those who are able are beginning to take

responsibility for their own hygiene.

Children have access to the childminder's garden, which they enjoy on most days. This gives them the opportunity for fresh air and exercise, which supports their physical development. They also enjoy activities outside which support other areas of learning. However, there is scope to improve the outside area to enrich learning opportunities for children. Children benefit from regular trips out and about in their local community. They visit the shops, play park, nature park and soft play centre. They also regularly attend play sessions at the local children's centre. These outings are of benefit to children as they enjoy a wide range of experiences. The childminder supports children's understanding of keeping themselves safe. A good example of this is how she explains road safety to children when they are walking out and about in their local area. Children's health is promoted by the childminder as she provides the children with healthy and nutritious snacks and meals. She has recently gained the highest grading from the local authority environmental health department for food hygiene. This contributes to children's good health.

The provision for babies is good. The childminder works well in partnership with parents and carers when it comes to care routines. She spends time getting to know children and parents and aims to meet their individual needs regarding eating and sleeping routines for example. Babies benefit from the warm and welcoming, homely environment the childminder has created. They enjoy spending time in the lounge, exploring the resources on the floor. They sit in a tray of leaves and this sensory activity is supporting their development as they feel the texture of the crunchy leaves with their hands and feet. They enjoy participating in action songs where they jiggle their bodies to the singing. They have many opportunities for cuddles and interaction with the childminder and other children. Their sense of security is fostered and the time they spend with the childminder is a happy time.

The effectiveness of the leadership and management of the early years provision

The childminder has a good knowledge and understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded by the childminder who knows the signs and symptoms of child abuse and neglect and what to do if she was worried about a child. The childminder has implemented policies and procedures to underpin her practice. Children benefit from a safe environment which they are free to explore. The childminder conducts risk assessments and this combined with her vigilant supervision keeps children safe.

The childminder works alongside a co-childminder. They work in partnership to provide a good childminding provision. They identify each other's strengths and areas for improvement and utilise their individual strengths and support each other where necessary. The result is an effective team. The childminder and her co-childminder observe each other's practice on an informal basis and offer regular feedback. They are in the process of formalising these monitoring and evaluation systems to strengthen them further and ensure they are always striving to make progress for the benefit of the

children.

The childminder has a childcare qualification at level 3 and her knowledge and understanding of how children learn has a positive impact on their learning and development. The childminder is committed to continuous professional development and accesses ongoing training regularly to improve her practice and benefit the children. The childminder reflects on her practice well. She has identified key areas for improvement and is clear on prioritising the impact for children when contemplating what improvements to make. The childminder has completed a thorough self-evaluation and involves parents in this process as she is keen to hear their feedback on the service she provides. The childminder is committed to providing a high quality service and has high expectations of herself. She has drive for improvement and has achieved a great deal in the short time she has been registered. The childminder fully understands the importance of developing good working relationships with other agencies in order to promote children's welfare and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY460858
Local authority	Lincolnshire
Inspection number	920427
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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